

Rexdale PARC

Process, Procedure & Recommendations

November 19th, 2013

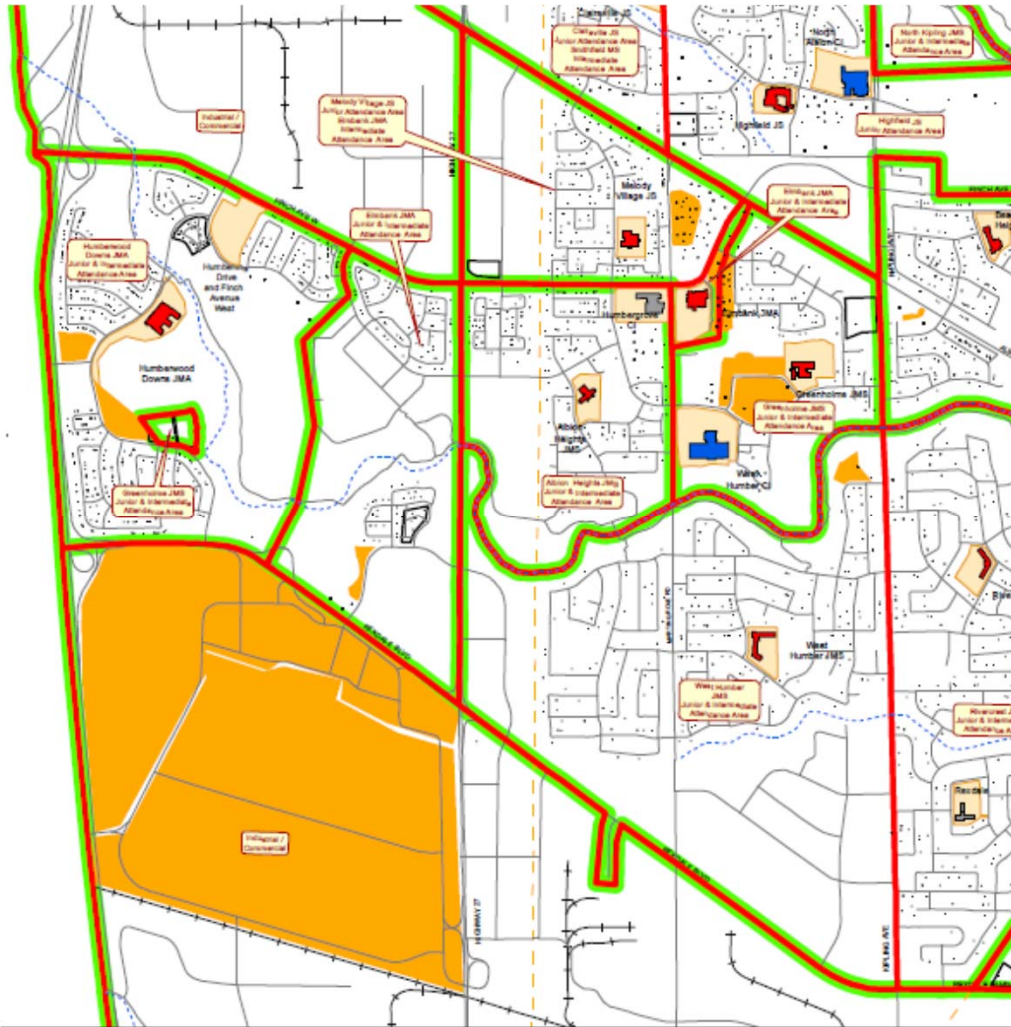
Toronto District School Board



Agenda

- PARC Process & Procedures
- PARC communication
- Review of options
- Review of recommendations
- Next Steps
- Questions & Answers

Why was the PARC formed?



In December 2010, Board approved the establishment of a PARC

Schools involved:

- Humberwood Downs JMA,
- Albion Heights JMS,
- Greenholme JMS,
- Elmbank JMA, and
- Melody Village JS

PARC goals:

- Reduce distance travelled by students and parents,
- Increase program options, and
- Plan for future residential development

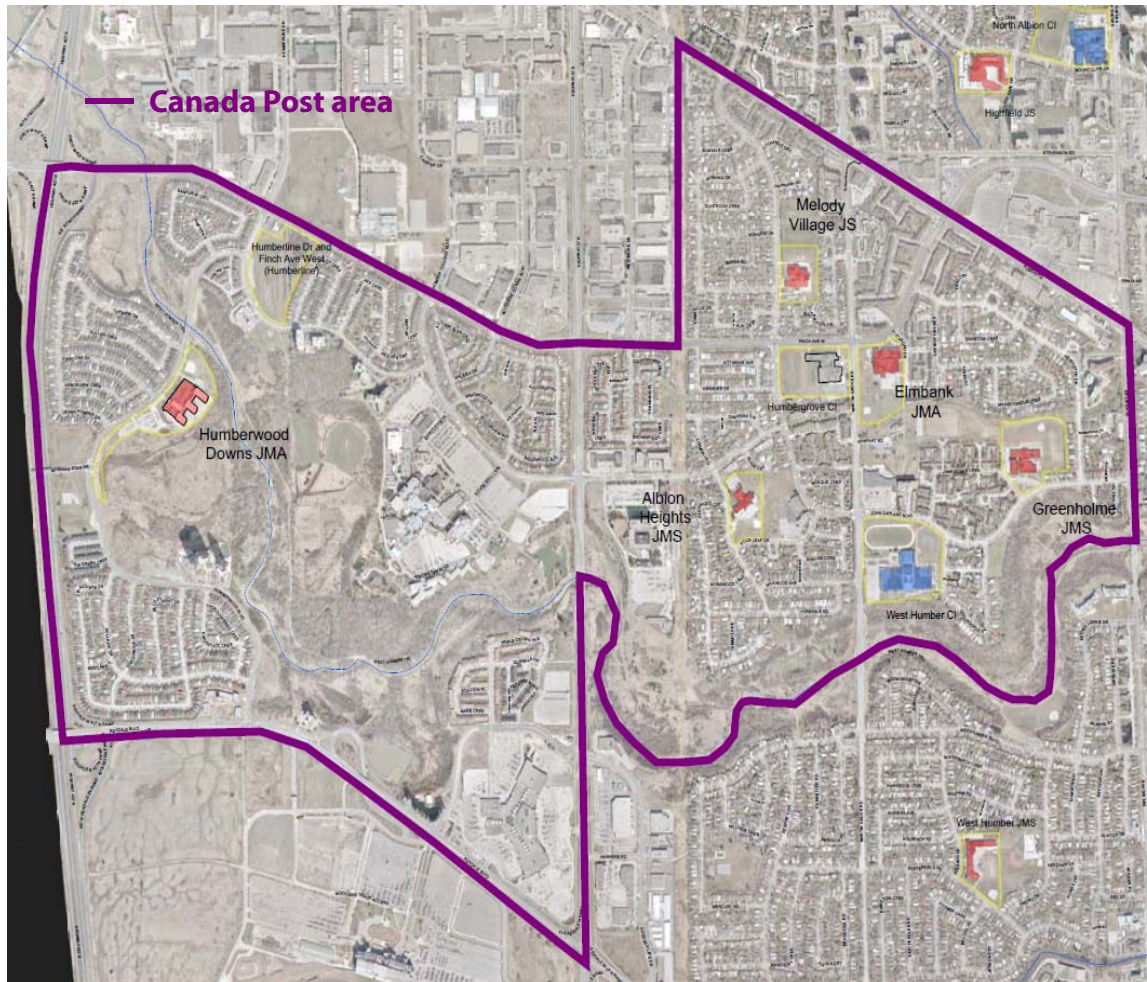
What does the PARC do?

- Pupil Accommodation Review Committee (PARC) follows Ministry of Education guidelines and the Board's policy and procedure
- Review, analyze, and comment on accommodation options
- Receives input from the community and TDSB staff
- Holds a minimum of 4 public meetings
- Considers alternative accommodations options
- Makes recommendations in a final report
 - PARC report given to Director of Education
 - TDSB staff will also prepare recommendation report
 - Both reports submitted to Board of Trustees
 - Board of Trustees make the final decision

Who are the members?

- The PARC was made up of the following members:
 - Superintendent of Education
 - Local trustee
 - Three parents and the principal from each school involved in the review
 - Community person from each school involved in the review
 - Two secondary school students
 - Principal from school outside the area
- 7 working meetings for PARC members
- 4 public meetings for PARC members and community members

How were the public meetings communicated?



- PARC participation notice sent home with students
- Rexdale PARC meeting invitation distributed via Canada Post (500m radius) and sent home with students – total 13,064
- Information posted on TDSB website and updated regularly
- Public meeting dates may also have been communicated through:
 - School signage
 - Community boards
 - School newsletter
 - School email distributions

What options were considered?

Option 1: Presented to PARC at a working meeting

- Expand Albion Heights Junior & Intermediate attendance area to include western portion of Elmbank
- Redirect existing residential development from Greenholme JMS to Albion Heights JMS
- Maintain Elmbank JMA as a JK-8 school and introduce French Immersion & Native Language Program
- Maintain Melody Village JS as a JK-5 school; feeding into Elmbank JMA for grades 6-8
- Maintain Greenholme JMS and Humberwood Downs as a JK-8 school

School	Grade Range	Capacity	Projected Enrolment (long term)	Utilization
Albion Heights JMS	JK-8	507	668	132%
Elmbank JMA	Eng: JK-8 Fl: SK-8	766	589	77%
Greenholme JMS	JK-8	712	540	76%
Humberwood Downs JMA	JK-8	1018	1108	103%
Melody Village JS	JK-5	444	338	76%

What options were considered?

Option 2: Developed by PARC during a working meeting

- Expand Albion Heights Junior & Intermediate attendance area to include western portion of Elmbank
- Redirect students from existing residential development from Greenholme JMS to Albion Heights JMS
- **Change grade configuration at Melody Village JS from JK-5 to JK-8 (no longer feeding into Elmbank JMA)**
- Maintain Elmbank JMA as a JK-8 school and introduce French Immersion
- Maintain Greenholme JMS & introduce Native Language Program and Humberwood Downs JMA as a JK-8 school

School	Grade Range	Capacity	Projected Enrolment (long term)	Utilization
Albion Heights JMS	JK-8	507	668	132%
Elmbank JMA	Eng: JK-8 FI: SK-8	766	480	63%
Greenholme JMS	JK-8	712	540	76%
Humberwood Downs JMA	JK-8	1018	1108	103%
Melody Village JS	JK-8	444	448	101%

What options were considered?

Option 3: Developed by PARC based on feedback received at the open house meetings

- Expand Albion Heights Junior & Intermediate attendance area to include western portion of Elmbank
- Redirect students from existing residential development from Greenholme JMS to Albion Heights JMS
- Expand Elmbank JMA attendance area to include Melody Village junior attendance area & introduce Native Language Program
- Transition Melody Village JS into a French Immersion Centre
- Maintain Greenholme JMS and Humberwood Downs JMA as a JK-8 school

School	Grade Range	Capacity	Projected Enrolment (long term)	Utilization
Albion Heights JMS	JK-8	507	668	132%
Elmbank JMA	JK-8	766	621	81%
Greenholme JMS	JK-8	712	540	76%
Humberwood Downs JMA	JK-8	1018	1108	103%
Melody Village JS	FI-SK-8	444	416	94%

What options were considered?

Option 4: Developed by PARC based on further discussions at working meetings

- Introduce French Immersion program at Albion Heights JMS
- Redirect students from existing residential development from Greenholme JMS to Albion Heights JMS
- Maintain Elmbank JMA attendance area (includes area west of Hwy 27)
- Maintain Melody Village as a JK-5 school; feeding into Elmbank JMA for grades 6 to 8
- Maintain Greenholme JMS and Humberwood Downs JMA as a JK-8 school

School	Grade Range	Capacity	Projected Enrolment (long term)	Utilization
Albion Heights JMS	Eng:JK-8 Fr:SK-8	507	720	142%
Elmbank JMA	JK-8	766	537	70%
Greenholme JMS	JK-8	712	540	76%
Humberwood Downs JMA	JK-8	1018	1108	103%
Melody Village JS	JK-5	444	338	76%

How were options evaluated?

Minimal Transitions:

Aim for JK to 8 schools but where its configuration is not practical, devise solutions that minimize transitions

Why?

- ❖ Fewer transitions leads to greater student achievement, motivation, and participation
- ❖ Family members stay together in one school for a longer period of time
- ❖ Older students often enjoy helping younger ones (e.g. "Reading Buddies" type programs)
- ❖ Numerous leadership opportunities for older students

School Size:

Aim for 450 to 650 (elementary students)

Why?

- ❖ Greater flexibility in staffing - assign specialty teachers for subjects like drama & dance, phys-ed, music, visual arts, science & technology
- ❖ More clubs and sports team with more members
- ❖ Higher likelihood of full-time librarians and vice-principals
- ❖ Opportunity for team teaching
- ❖ Greater flexibility in matching learning styles to teaching styles
- ❖ A variety of grade/ classroom placement to separate students

Utilization

Aim for 80% to 90% utilization rate

Why?

- ❖ This allows both space for future growth if enrolments increase and some flexibility with available space
- ❖ Achieves better school operation standards
- ❖ Allows for consolidation of space and helps to reduce overall long-term renewal costs for buildings

How did the PARC make its decision?

- The Board procedure states that the Committee shall make decisions by reaching consensus among all members. If consensus cannot be reached a vote will occur.
- Voting members participated in an anonymous vote
- Majority voted for Option #3
- In June 2012, the PARC report was submitted to Director of Education recommending approval of Option #3

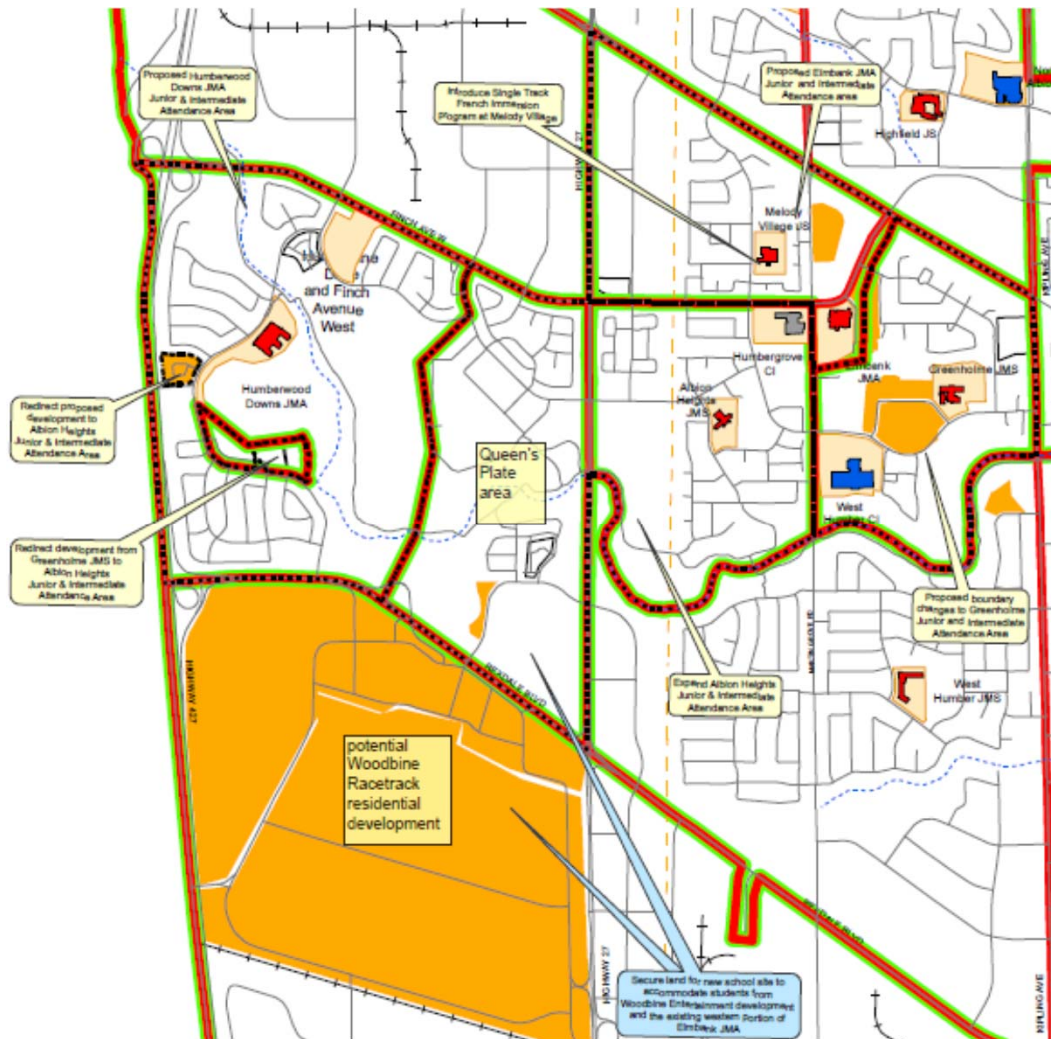
Voting Members:

Parents of the committee
Community members of the committee
Secondary students
Principal of school outside area

Non - Voting Members:

Superintendent of Education
Principals
Local Trustee

Proposed Staff Recommendation



- TDSB staff reviewed and support PARC recommendation (Option #3)
- Expand Alton Heights Junior & Intermediate attendance area to include western portion of Elmbank
- Redirect students from existing residential development from Greenholme JMS to Alton Heights JMS
- Expand Elmbank JMA attendance area to include Melody Village junior attendance area & introduce Native Language Program
- Transition Melody Village JS into a French Immersion Centre
- Maintain Greenholme JMS and Humberwood Downs JMA as a JK-8 school
- Plan for long term future growth

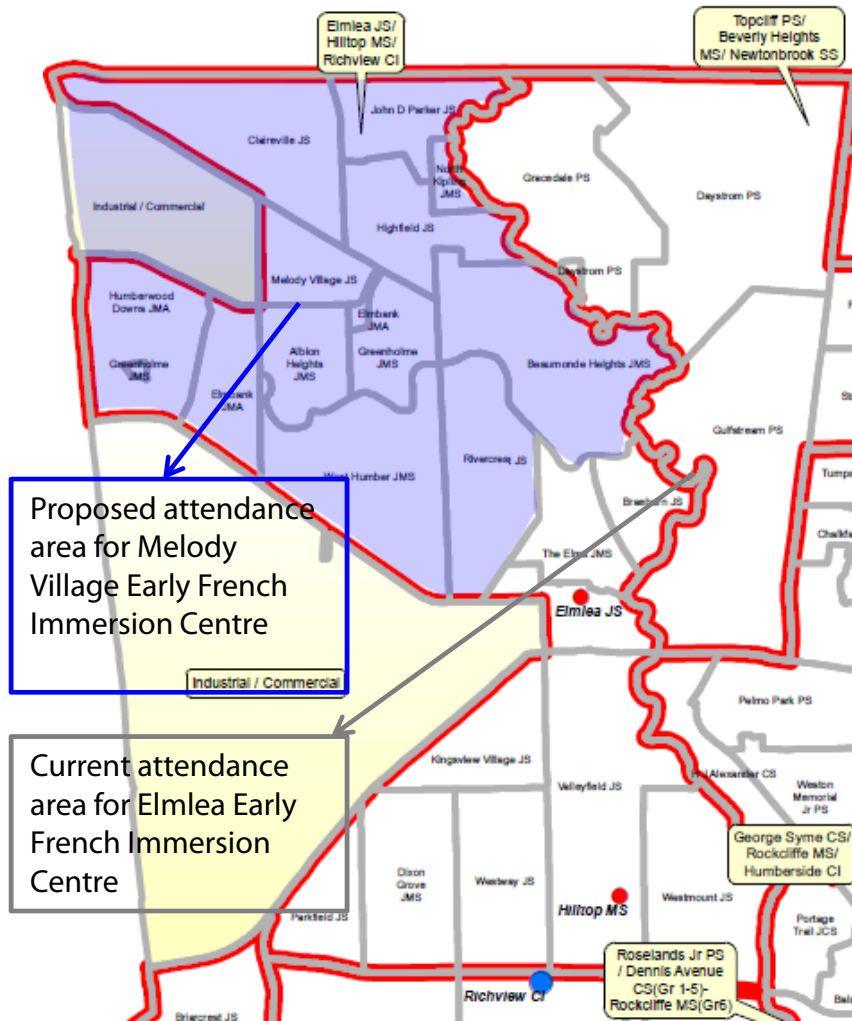
Long Range Plan for Melody Village

- The Early French Immersion program will begin in 2014
 - Two classes of SK (52 students)
- English JK-5 program will be offered for 2014/15 and 2015/16 school year
- Transition of English JK-5 program into Elmbank JMA will begin in 2016
- Melody Village JS will register students for grades offered at the school
- Melody Village will become an Early French Immersion Centre by 2022
- Transition will be phased over 7 years

Transition Plan for Melody Village

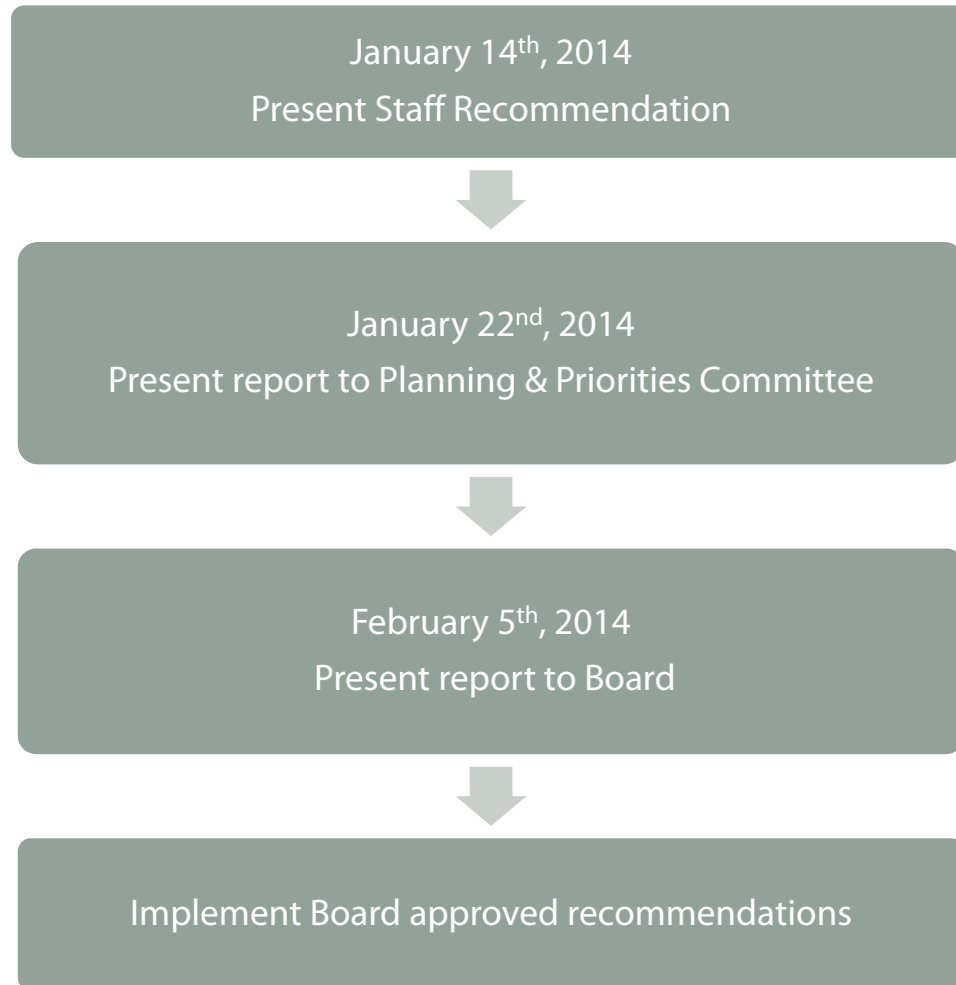
Year	Program	JK	SK	1	2	3	4	5	6	7	8
2014	English French Immersion	✓	✓ ✓	✓	✓	✓	✓	✓			
2015	English French Immersion	✓	✓ ✓	✓ ✓	✓	✓	✓	✓			
2016	English French Immersion		✓ ✓	✓ ✓	✓ ✓	✓	✓	✓			
2017	English French Immersion		✓	✓ ✓	✓ ✓	✓ ✓	✓	✓			
2018	English French Immersion		✓	✓	✓ ✓	✓ ✓	✓ ✓	✓			
2019	English French Immersion		✓	✓	✓	✓ ✓	✓ ✓	✓ ✓			
2020	English French Immersion		✓	✓	✓	✓	✓ ✓	✓ ✓	✓		
2021	English French Immersion		✓	✓	✓	✓	✓	✓ ✓	✓	✓	
2022	English French Immersion		✓	✓	✓	✓	✓	✓	✓	✓	✓

Where would the Early French Immersion students come from?



- Students from review area choosing French Immersion are bussed to Elmlea JS
 - Elmlea is about 6 KM away, overcrowded (120%), and offers 5 SK classes
- FSL department have proposed an Early French Immersion attendance area for Melody Village
 - Schools included:
 1. Humberwood Downs JMA
 2. Albion Heights JMS
 3. Elmbank
 4. Greenholme
 5. Melody Village JS
 6. Beaumonde Heights
 7. Claireville
 8. Highfield
 9. John D Parker
 10. North Kipling
 11. Rivercrest
 12. West Humber JMS

Next Steps



- Staff response will be presented
- Community will have opportunity to make deputations to Board members at the Planning & Priorities Committee meeting
- Requests to speak must be submitted (e-mail) to Maria Mavroyannis at maria.mavroyannis@tdsb.on.ca
- Requests need to be made by 4 p.m., two business days before the day of the committee meeting
- Written submissions will also be accepted and distributed
- Board of Trustees will make final decision

Thank you



Toronto District School Board

Tuesday, November 19, 2013
French Immersion Programs
Melody Village Junior School

Agenda

- FSL Programs in the TDSB
- Learning French as a Second Language
- Applying to French Immersion and Extended French
- Questions
- Merci beaucoup

FSL Programs in TDSB

CORE FRENCH

- Offered in all schools
- Begins in Grade 4
- 40 minutes/day
- Compulsory to Grade 9
- Focus on acquisition of language/culture

Junior Extended French

- Begins in grade 4
- Grade 4-8 = 50% French instruction
 - Subjects taught in French are français, sciences sociales/histoire et géographie, arts visuels
 - Subjects taught in English are English, Science and Technology etc

Early French Immersion

- Early French Immersion
 - Begins in SK – some half day but moving to all sites being full day by 2015
 - Grade 1-3 = 100% French instruction in the classroom, however some specialty subjects may be delivered in English
 - Grade 4 = 80 % (about one hour of English instruction per day focusing on language arts)
- Grades 5 – 8 = 50 %
 - Subjects taught in French are français, mathématiques, sciences sociales/histoire et géographie
 - Subjects taught in English are English, Science and Technology etc

Secondary FSL Programs

- Secondary Core French
 - Students who complete Grade 12 Core French are eligible to receive a TDSB Certificate of Achievement in Core French
- Secondary Extended French
 - Grades 9-12 = 7 credits
 - Students who complete grade 12 with a minimum of 7 credits are eligible to receive the TDSB Certificate of Bilingual Studies in Extended French
- Secondary French Immersion
 - Grades 9-12 = 10 credits
 - Students who complete grade 12 with a minimum of 10 credits are eligible to receive the TDSB Certificate of Bilingual Studies in French Immersion

Total Enrolment in French Immersion and Extended French Programs

(SK to Grade 12)

Year	Elementary French Immersion	Elementary Extended French	Secondary French Immersion	Secondary Extended French	Total
2000-1	11,242	1,667	1,645	856	15,410
2001-2	11,206	1,584	2,606	801	16,197
2002-3	10,921	1,412	2,576	760	15,669
2003-4	11,047	1,660	2,176	1,147	16,030
2004-5	11,171	1,746	2,335	1,245	16,497
2005-6	11,331	2,098	2,406	1,319	17,154
2006-7	11,483	2,670	2,427	1,314	17,894
2007-8	11,865	3,394	2,428	1,352	19,039
2008-9	12,307	3,706	2,430	1,293	19,736
2009-10	12,810	3,954	2,408	1,291	20,463
2010-11	13,415	4,180	2,482	1,371	21,448
2011-12	14,285	4,246	2,506	1,525	22,562
2012-13	14,956	4,381	2,628	1,803	23,768
2013-14	15,724	4,546	2,728	1,845	24,843

Results of French Programs

- Within one year of the introduction of instruction in English language arts, immersion students catch up to and sometimes surpass the performance of students in the regular English program
- Academic achievement in subjects such as mathematics, social studies does not suffer (EQAO)
- Students develop high levels of skills in French, their fluent access to two languages enhances both language development and cognitive development



WHY LEARN FRENCH?



200 MILLION PEOPLE IN THE WORLD UNDERSTAND, SPEAK, READ OR WRITE FRENCH • FRENCH IS AN OFFICIAL LANGUAGE OF 29 COUNTRIES • FRENCH IS SPOKEN IN OVER 43 COUNTRIES IN THE WORLD • FRENCH IS THE 9TH MOST WIDELY SPOKEN LANGUAGE IN THE WORLD • SPEAKING A NEW LANGUAGE HELPS YOU TO GET TO KNOW AND UNDERSTAND ANOTHER CULTURE • FRENCH IS THE OFFICIAL LANGUAGE OF THE UNIVERSAL POSTAL UNION • FRENCH IS THE OFFICIAL LANGUAGE OF THE RED CROSS • FRENCH RESTAURANT MENUS WILL BE EASIER TO DECODE • FRENCH IS ONE OF THE TWO OFFICIAL LANGUAGES OF THE OLYMPIC GAMES • FRENCH IS ONE OF THE TWO OFFICIAL LANGUAGES OF THE UNITED NATIONS, NATO AND UNESCO • TO BE ABLE TO SAY MORE THAN "OÙ SONT LES TOILETTES SVP ?" • IN CANADA, FRENCH IS AN OFFICIAL LANGUAGE IN NEW BRUNSWICK, QUEBEC, THE NORTHWEST TERRITORIES, THE YUKON AND NUNAVUT • FRENCH OPENS DOORS TO CAREERS IN TEACHING, BUSINESS, DIPLOMACY, RESEARCH, TRANSLATION, INTERPRETATION, TRAVEL AND MORE • THERE ARE WELL OVER 33 MILLION FRENCH-SPEAKERS IN THE AMERICAS • OVER 100 MILLION STUDENTS IN THE WORLD COULD HAVE A CONVERSATION IN FRENCH • SPEAKING ANOTHER LANGUAGE CAN HELP YOU TO UNDERSTAND YOUR OWN • LEARNING ANOTHER LANGUAGE CAN HELP YOU TO DANCE, AND FASHION • FRENCH IS THE LINGUA FRANCA OF ART, CUISINE, OPPORTUNITIES • THE NUMBER OF FRENCH-SPEAKERS HAS TRIPLED IN THE LAST 50 YEARS • FRENCH IS THE ONLY LANGUAGE OTHER THAN ENGLISH TAUGHT IN EVERY SINGLE COUNTRY IN THE WORLD • THERE ARE OVER 700 FRENCH-LANGUAGE UNIVERSITIES IN THE WORLD • FRENCH GIVES ACCESS TO A HUGE NUMBER OF MOVIES, BOOKS, AND WEBSITES IN THEIR ORIGINAL LANGUAGE • KNOWING ANOTHER LANGUAGE LOOKS IMPRESSIVE ON A RESUME • FRENCH-SPEAKING AFRICA REPRESENTS AN AREA LARGER THAN THE USA • MANY SCHOLARSHIPS ARE OFFERED TO BILINGUAL STUDENTS • FRENCH IS THE LANGUAGE OF LOVE • SALARIES ARE HIGHER FOR BILINGUAL WORKERS THAN THEY ARE FOR UNILINGUAL WORKERS

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Benefits of Language Learning

- Well documented
- Students who learn a second language
 - Enhance their ability to learn their first language
 - Improve their ability to learn other languages
- Results of Immersion and Extended French programs have been consistently positive and reassuring

Pourquoi?

- Experts agree that bilingualism offers distinct advantages. Here are some excerpts from recent research:
- Learning a second language at an early age has a positive effect on intellectual growth;

Learning a second language

- Enriches and enhances a child's mental development; leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening;

Learning a second language

- Improves a child's understanding of his/her native language;

Learning a second language

- Gives a child the ability to communicate with people s/he would otherwise not have the chance to know

Learning a second language

- Opens the door to other cultures and helps a child understand and appreciate people from other countries;

Learning a second language

- Gives a student a head start in language requirements for college; and

Learning a second language

- Increases job opportunities in many careers where knowing another language is a real asset

Source: Northern and Islands Regional Educational Laboratory at Brown University (Providence, RI) and Centre for AppliedLinguistics (Washington, DC), May 2005

Learning a second language

- ...it has been shown that compared to their monolingual peers, bilingual children are better able to focus their attention on relevant information and ignore irrelevant distractions.”

Source: Canadian Council of Learning, 2008

Learning a second language

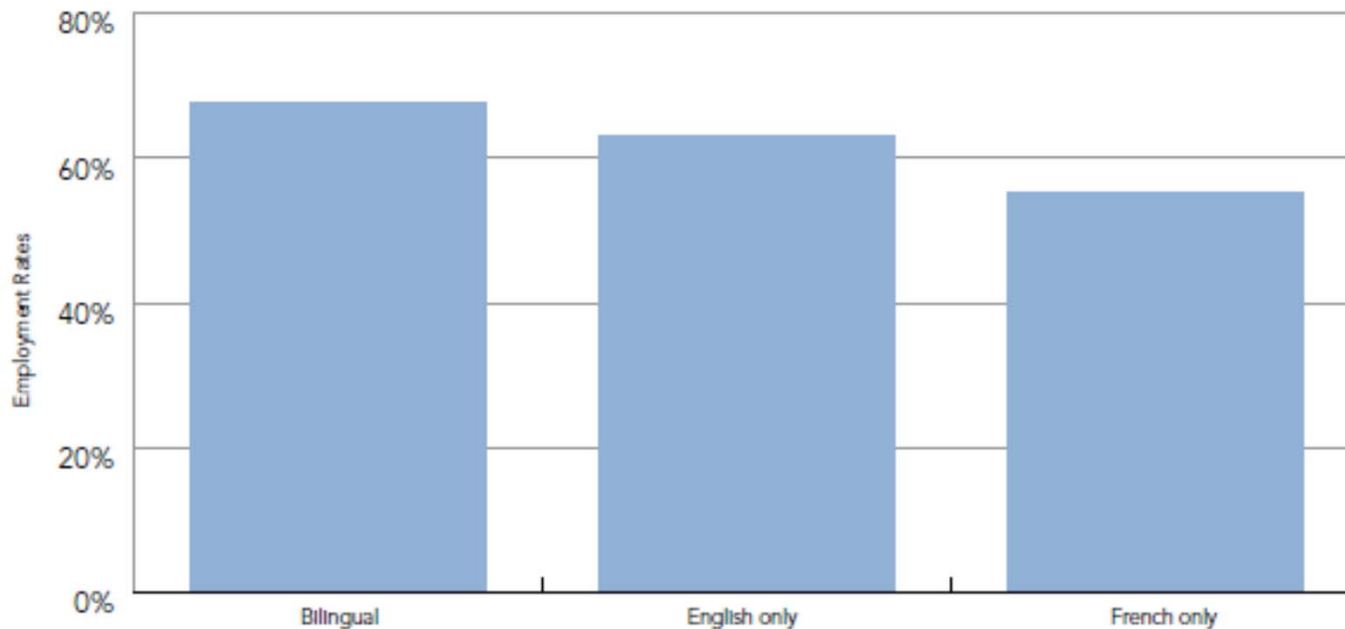
- Business leaders believe that individuals derive a great deal of benefit from knowing a second language. Half of these leaders feel that people who speak more than one language are more likely to find employment more easily. Many say that those who speak another language are more culturally sensitive and more likely to get better jobs.

Source: Chamber Weekly CEO/Business Leader Poll by COMPAS in the Financial Post, December 1, 2003

In addition to cognitive benefits...

- According to the 2006 Canadian Census, employment rates are higher for French/English bilinguals than for French or English Monolinguals

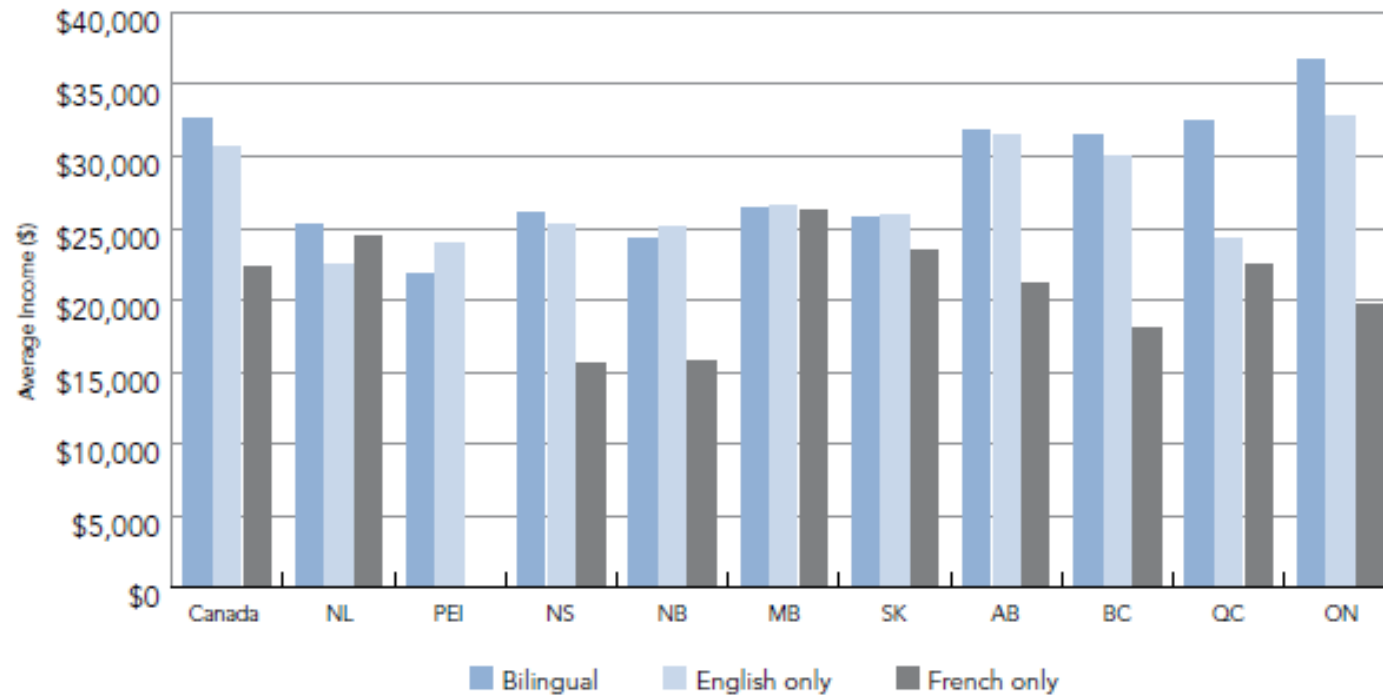
Employment rates for the population aged 15 and over.



Source: 2006 Canadian census – 20% Sample Data

Individual income

Mean income by knowledge of official languages, 2001



Source: 2001 Canadian census (adapted from Jedwab, 2003)

- The bilingual advantage appears to extend to individual income.
- According to the 2001 Canadian census, people who speak **both official languages** had a median income (\$24,974) that was nearly 10% higher than that of those who speak English only (\$22,987) and 40% higher than that of those who speak French only (\$17,659).

Brain Gym...

- “Being bilingual is like going to a brain gym,” says York University psychologist and research professor Ellen Bialystok. “Handling a language is a big task for the brain’s ‘executive function,’ the areas that keeps you focused on navigating through your day, doing what matters and avoiding distractions. Handling two languages is even more work. Every time you have to put together a sentence, you’ve got two possible ways of saying everything, two possible ways of responding. Every time you use language as a bilingual (person), you’re exercising these very important functions.”

Bialystok says speaking a second language even enhances physical changes in the brain, pumping up more blood to carry more oxygen.

Source: York University Media Release, July 15, 2004

A life long advantage

- “Scientists have discovered that bilingual adults have denser gray matter (brain tissue packed with information-processing nerve cells and fibres), especially in the brain’s left hemisphere, where most language and communication skills are controlled” ([*Brain Briefings, September 2008*](#)).
- “The positives of being a bilingual person far outweigh the negatives. Bilingualism may even delay or slow Alzheimer’s disease and the cognitive decline of old age. ([*Price, M. \(2010\), Monitor of Psychology*](#))

A competitive edge or a necessity?

- Knowing at least one second language is considered a plus on any résumé.
- When looking for employment, knowing two or three languages is no longer seen as a competitive advantage, but rather as a minimum prerequisite (*[Le Fil du Bilingue](#)*, 4 March 2010).

If most people speak English, then why learn a second language?

- Speaking a second language has cognitive, social and professional advantages. Having a healthier brain, being more social and empathetic as well as possessing skills to function in a global economy can only make a person a better citizen of the world.



Community

- ▶ [Aboriginal Education](#)
- ▶ [Community Services](#)
- ▶ [Community Use of Schools](#)

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French as a Second Language Advisory Committee

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French as a Second Language Advisory Committee

FSLAC Information and Reports

- [Introduction to the FSLAC](#)
- [FSLAC Operating Guidelines](#)
- [FSLAC Newsletters and Reports](#)

FSL in the Boardroom

- [Index of Board Decisions on FSL Programs \(2000-present\)](#)
- [Staff reports, memos, briefing notes](#)
- [Related Policies and Procedures](#)

Resources

- [FSL Homework Toolbox](#)- homework help for French, Rainbow District School Board
- [French Helping Your Child Succeed](#)- FSLAC presentation at 2012 Parent Conference
- [Treasure Chest-Parent Handbook](#)-ideas and tips for student success in French programs
- [Canada Council on Learning](#)– Dr. Fred Genesee: “Early childhood bilingualism”
- [Protocol for Agreements Second Language Instruction \(2009-2013\)](#)
- [Canadian Parents for French Report \(2012,2010,2008,2006\)](#)
- [Canada Council on Learning French Immersion Education \(2007\)](#)

Web Links

- [TDSB French as a Second Language Programs](#)
- [TDSB Standing Committees, Board Agendas and Minutes](#)
- [Canadian Parents for French](#)

About FSLAC

The FSLAC consults with and advises the Board on French as a Second Language matters and contributes to the work of trustees and staff. This partnership of trustees, staff and parents fosters excellence and growth in FSL programs at the Board.

The FSLAC is comprised of parent representatives and alternates elected by ward councils, a parent co-chair elected by FSLAC parent representatives, a trustee appointed by the Board as co-chair and designated TDSB staff.

Contact FSLAC

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Sheila Ward



Merci

